



# Every Child Matters Policy

Draft prepared by: Michael Dillon

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Agreed by governing body: January 2010

Review date:

Signed

Chair of Governors:

Headteacher:

A handwritten signature in black ink, appearing to be 'M. Dillon', written over the 'Headteacher:' label.

## **Introduction, aims, purpose of policy**

The aim of this policy is to help the children and families at Chase Bridge achieve the best possible outcomes in relation to the five stands of the ECM framework.

The purpose of the policy is to define what ECM at Chase Bridge means, describe the key features of practice at Chase Bridge in relation to the ECM agenda and Extended Services and ensure we have a clear structure for measuring the impact of our practice. The policy covers in broad terms the responsibilities of the ECM faculty in improving the outcomes, provision, leadership and management of the five strands across the whole school community.

The intention of the policy is to provide staff with an immediate reference point when considering their practice in relation to ECM and their responsibilities for the outcomes for children and expectations for their practice.

## **Policy summary**

The role of the ECM faculty is to plan, monitor, review and evaluate the provision and impact on the children across the five main outcomes: Being Healthy, Staying Safe, Enjoy & Achieve, Positive Contribution and Economic Well-being. The policy describes the key outcomes that are monitored by the school. It also makes reference to a number of statutory policies, for example Safeguarding and behaviour and anti-bullying that sit outside this policy. The policy describes how we approach the PSHE, SEAL and citizenship curriculum as well as extra-curricular activities and extended services. We promote community cohesion by knowing our community: this is through an analysis of available contextual data about the characteristics of our school and wider community and also through information generated by questionnaires and consulting with the major stakeholders. The faculty works closely to foster extra-curricular provision through clubs, after-school care and lettings. We are committed to working closely with other local agencies in the area 'Quindrat' to provide 'swift and easy access'. We work to develop L.A. policies through our involvement with Travel Plans and actively promote and implement Safeguarding procedures with the extended services with whom we are involved.

## **Please also refer to the following policies and documents**

- Health and Safety Policy
- Teaching and Learning Policy
- Inclusion Faculty Policy
- Safeguarding Policy
- Behaviour and Anti-bullying Policy
- Drug Education Policy

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## **The role of the ECM faculty and key indicators**

The faculty is responsible for maintaining an overview of the ECM outcomes. The faculty evaluates data for key indicators, surveys and consultation exercises and from this identifies strengths and priorities for improvement. The nature of the ECM outcomes means that it cuts across the responsibilities of other faculties: as such the ECM faculty will work closely with other faculties and colleagues in the school and Local Authority to ensure that information is shared. There are a number of ways that the ECM faculty evaluates provision and outcomes. Some outcomes, such as achievement measures, that are a part of the national ECM framework are monitored in other faculties. Some of the indicators are quantitative and measurable and others are qualitative. Key indicators monitored by the ECM faculty are:

- Levels of punctuality and attendance
- Serious behavioural incidents
- The feedback from questionnaires resulting from consultation with children, parents and the broader community
- Uptake of hot school meals and quality of packed lunches
- Quality of provision and participation rates in P.E. and sport
- Quality of provision and participation rates in after school clubs and activities
- Number and range of school visits and trips
- End of key stage evaluation of the impact of SRE provision
- Ensuring that Risk Assessments linked to curriculum activities are current
- End of key stage evaluation of the impact of SEAL
- Participation numbers and range of transport used
- The feedback from the Parent Staff Association (PSA)

## **Being Healthy**

At Chase Bridge Being Healthy means promoting the children's physical health; their mental and emotional health; developing an appropriate understanding of sex and relationships; and encouraging children to adopt healthy lifestyle.

**Sex and Relationships Education** – Our scheme of work covers all year groups and is in line with pan-London scheme. See current policy.

**Physical Education** - we believe that physical education, experienced in a safe and supportive environment, is a vital contributor to a child's physical and mental health. Through our planned scheme of work the pupils enjoy regular sports, gym and dance activities provided by class teachers and specialist instructors.

The activities offered and the training approaches adopted seek to provide pupils with opportunities to develop their physical, creative and expressive abilities. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand the factors that affect health and fitness.

Further guidance and scheme of work are in the appendices.

**Healthy Eating** - we believe that schools play an important part in making sure that the pupils develop positive attitudes to food, make informed choices and enjoy eating healthily.

Chase Bridge supports healthy eating through a range of initiatives. Water is freely available throughout the school day and all children are encouraged to bring in a bottle of water. In addition they can bring a piece of fruit or vegetable to school to have as their break snack. As part of the Government 'School Fruit and Vegetable scheme' all KS1 pupils are entitled to a free piece of fruit every day at break time.

School meals are eaten in the dining room and every effort is made to ensure that lunch times encourage a positive, social experience for children. All the children are supervised at lunch times and given appropriate help and support.

We contract caterers to provide hot school meals. They provide a meat and vegetarian option both of which pay regard to a nutritional balance and healthy options.

Many children bring a packed lunch to school. We include information about the preferred content of packed lunches in letters, newsletters, as well as in information to new parents in our admissions brochure. Confectionery items and fizzy drinks are not allowed as part of children's packed lunches in school. We do not allow nuts as our children have severe allergic reactions.

The school recognises that parents provide packed lunches for a variety of reasons, including dietary requirements or intolerance, and religious observance. For this reason, food should not be swapped or shared from packed lunches. All efforts are made that food not eaten in a packed lunch will be taken home by the child to ensure that parents know what their child has or has not eaten.

We recognise that food plays an important role in celebration of cultural, personal or community milestones, such as religious festivals, birthdays or the end of term. Again, food given should form part of a balanced, healthy diet, at an individual teacher's discretion.

Food represents many things to us all: energy, nutrition, commodity, livelihood, communal activity and pleasure, to name but a few. Its significance in our lives means that it can and should be used to enrich the school curriculum. The school curriculum can in turn be used to enrich pupils' experience of food and healthy eating. Food and healthy eating are covered as topics in PSHE, in science and in extra curricular activities. Our gardening club, for example, is used to encourage children to grow and eat their own produce.

**Substance misuse** - We aim to help create a safe and healthy environment in which pupils and staff can work and achieve. Drug education is an entitlement for all pupils throughout the school as a spiral curriculum from the earliest years through to school leaving age.

When we refer to substance misuse we mean: medicines, tobacco, alcohol, solvents, illegal drugs that children may experience in the school premises, on school trips and/ or visits.

Substance Misuse and Drug Education are part of the school's overall programme of PSHE and Citizenship. We are aware of the harm that drugs can cause to individuals and the community. We are committed to promoting the health and well-being of the whole school community. This policy follows guidance from Richmond Upon Thames corporate drugs strategy and the Healthy Schools Scheme. Please see our Drugs Education Policy for further information.

## **Staying Safe**

At Chase Bridge staying safe means that we collectively promote a secure and stable school environment. We actively promote good behaviour and anti-bullying strategies in the school and are involved in multi-agency work to help keep children safe from any forms of injury, neglect or other forms of abuse.

**Behaviour and Anti-Bullying Strategies** - The staff at Chase Bridge are committed to a policy of positively encouraging good behaviour and pro-actively addressing anti-bullying strategies through the curriculum, for example the SEAL programme, PSHE and Circle Time activities. This is essential for the well being and happiness of the children and provides the best environment in which they can learn most effectively. See the Behaviour Policy for further information.

**Safeguarding** – at Chase Bridge we operate policies and procedures in line with statutory requirements and professional guidance. In addition we track the social and academic progress of vulnerable children and families. See our Safeguarding Policy for further information.

**Risk Assessments** - See Risk Assessment Policy

**Physical Restraint** - Chase Bridge does not support the routine use of physical intervention. In line with our school's mission statement, we are committed to ensuring that all our pupils and staff are able to live and work in a supportive and caring environment, demonstrating mutual respect, so that teaching and learning can take place to maximise pupils' potential and achievement. In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and where the well-being of the child or other children or adults might be at risk. For further guidance see the appendices.

**Medicines** – Children with medical needs have the same rights of admission to a school or setting as other children. Some children however have longer term medical needs and may require medicines on a long-term basis. Most children with medical needs can attend school regularly and take part in normal activities, sometimes with some support. However, staff may need to take extra care in supervising some activities to make sure that these children, and others, are not put at risk.

At Chase Bridge we take all reasonable steps to ensure that the administration of drugs or medicines takes place safely and in accordance with our Medicines Policy (please refer to document for further detail).

## **Enjoy and Achieve**

We want children to enjoy their learning and achieve high standards. The faculty and staff are responsible for providing a broad and balanced curriculum and for evaluating children's enjoyment of their experiences at school. This is through consultation with children and families; promoting the children's personal and social development; helping children to enjoy playtimes; and involving them in extra-curricular activities.

**PSCHE (Personal, Social, Citizenship & Health Education)** - The PSCHE programme reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

PSCHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. For further guidance and scheme of work please refer to the appendix.

**Curriculum breadth and extra-curricular opportunities** - We are committed to providing all pupils with a differentiated and planned curriculum which will enable them to engage positively in learning. The school follows the National Curriculum for children from Years 1 to 6. Through the wider curriculum we offer pupils opportunities to develop their interests and aptitudes. As a result of the care they receive, the example set by the adults and planned PSCHE programme, we expect them to become caring and responsible citizens.

### **Positive Contribution**

We want all our children to develop self-confidence and positive relationships and to be able to deal successfully with the challenges and changes life brings. We believe that children should display positive behaviour both in and out of school, including choosing not to bully or discriminate. It is also important that children actively engage in decision-making and to be able to support the local and extended community and its environment.

**School Council** - The purpose of our School Council is to give our children a voice in developing our school. Classes elect representatives to attend council meetings. Before each meeting, teachers arrange for their classes to discuss issues or put ideas forward. The class representatives then take these ideas to a full School Council meeting.

The School Council decides which charities to support each year, contributes to the School Development Plan and is actively involved in organising fund raising events. They have an annual budget from the Parent Staff Association to spend on playground equipment and regularly discuss improvements and changes to playtimes, extra curriculum activities and maintenance of inside and outside space. Each year the present school council visit the Houses of Parliament to see democracy in action!

**Community Cohesion** – At Chase Bridge community cohesion means working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The school aims to achieve this by providing consistently good teaching of a broad and balanced curriculum that promotes a culture of mutual respect amongst our community. We know the characteristics of our school community and use this information to identify strengths and set priorities for development.

We actively work with a wide range of local stakeholders to ensure that Chase Bridge is actively involved in the whole community; we attend all sporting and culture events within Borough and local area and in addition our children visit Kneller Hall and attend many of their events (School Bands Day, Remembrance Day Service), we attend Twickenham Festival, Whitton Christmas Fair, we regularly

use All Hallows Church for our Harvest Festival, Christmas Production and a summer choir & orchestra concert.

Parents play a crucial role in supporting the school. At Chase Bridge we have an active Parents Staff Association (PSA) that, along with raising funds, plays an important role in supporting and promoting community cohesion. As parts of our practice the PSA and governors share our school priorities and have their action plan. A key priority for the PSA is to develop and support community cohesion.

Our ability to promote community cohesion can be considered from three broad perspectives:

**Teaching, learning and curriculum-** helping children to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

**Equality and excellence** - to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers that prevent access to and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

**Engagement and extended services** - to provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

## Economic Well-being

For all pupils to learn successfully it is essential that they have excellent attendance and punctuality and are able to engage in school life and all that it has to offer.

**Punctuality and attendance** - At Chase Bridge we seek to ensure that all our pupils receive a full-time education which maximises opportunities for them to realise their potential. All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually.

All pupils benefit from regular school attendance and in order to achieve this, we will take appropriate action to ensure that all our pupils achieve their maximum attendance and that any problems that prevent full attendance are acted on as quickly as possible.

It is the responsibility of parents/carers to ensure their children's attendance at school:

- Attend school regularly
- Arrive on time and be appropriately prepared for the day
- If their child is unable to attend school contact the school, by leaving a message on the 24 hours answer phone, as soon as is practicable and before 9.30am.
- Endeavour to keep health appointments out of school hours where possible
- Seek permission beforehand from the school for any leave of absence. The headteacher has the right to refuse authorised absence in accordance with LA guidance.

Chase Bridge Primary School will:

- Accurately complete registers at the start of each morning and afternoon session
- Run a 'late book' for those children arriving after 8:50am and monitor such lateness
- Regularly, efficiently and accurately record attendance and punctuality data
- Contact a parent/carer via telephone when a student is absent without explanation on the first day of absence.

- If there is no explanation for absences, or there is concern regarding the attendance of a child at the school, a letter will be sent to enquire about the unexplained absence or level of absenteeism
- If no response is received to the telephone call(s) and first letter, a second letter will be sent requesting the parent/carer to attend a meeting with the Deputy Headteacher regarding attendance
- If no response is received to the second letter, and there is no response to further school intervention and/or where the absence or pattern of absence has persisted, with or without explanation, the school will refer the matter to the Education Welfare Service.
- Communicate clearly with parents/carers about the importance of regular, punctual attendance.

On occasion parents request permission to take their child out of school for family events, religious reasons or holidays. These requests are reviewed on a case by case basis. Where there is a concern about a child's overall attendance then parents are invited to meet with a senior member of staff to discuss the matter. The headteacher will then take a view on whether the absence is to be authorised.

The school will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality (via written and oral communications, meetings with the senior staff or Family Support Worker, and lastly by referral to the Education Welfare Service (EWS)).

To meet these objectives, we monitor, record, evaluate and report on the attendance and punctuality of our pupils and have systems and procedures for dealing with attendance and punctuality concerns. Attendance and lateness records are shared with parents along with the annual school report.

Targets for attendance are set with the Local Authority and this is shared and monitored by the governing body through Headteacher reports.

### **Extended Services**

**Community groups access to facilities (lettings)** - We are keen that the local community are able to use our facilities and currently have several community clubs, including Brownies and St John's ambulance, using them. (see Lettings Policy for further information).

**Clubs and other Extended Provision Activities** - Providing and promoting a wide range of activities is an important part of the vision and ethos of Chase Bridge. We actively support and provide a wide range of clubs, after-school activities and holiday care. At Chase Bridge we offer parents wrap – around care from 8:00 – 6:00pm. This is provided by WASPs, with whom we have a long standing relationship. We are also able to offer the community a Pre School, catering for children from three years old.

**Swift and Easy Access - Working with Local Authority Specialist Services** - We work closely with all local specialist services from Educational Psychology, to school nurses, through to Education Welfare Service (EWS). In addition we have an active Parent Support Worker (PSW) who runs fortnightly drop-in sessions and a Family Links Parenting Course.

**Travel Plan / Policy** - We have a Travel Plan which is updated annually. Our plan promotes healthy lifestyles, including the use of scooters and bicycles. We audit how children and families travel to school and use this data to identify strengths and areas for development.

# Appendices